



## **St. Catherine's R.C. Primary School**

### **Pupil Premium Strategy: 2021-2022**

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#### **What is Pupil Premium?**

The Pupil Premium Grant is additional funding provided to the school, over and above that provided for other children, to support the achievement and inclusion of children who are currently in receipt of free school meals, or who have been in the past. It is vital that any parent whose child is eligible for pupil premium applies, even if they do not choose to claim the free meals, as the grant enables us to provide extra resources for your child. Additional funding is also provided for children who are, or who have been, in the care of the Local Authority. This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.

#### **What we do with this funding?**

The government allows us to spend this money in a variety of ways. We make sure that it impacts the children positively by improving their literacy and mathematical skills, as well as their social and emotional wellbeing. We aim to close the gap between the outcomes for those in receipt of Pupil Premium funding and other children, in line with national figures.

#### **What are the Pupil Premium Priorities for 2021-2022?**

We have looked at the needs of the children within St Catherine's who are in receipt of Pupil Premium funding and the barriers to educational achievement for those children and found them to be as follows:

- Development of good reading habits
- Knowledge of key writing skills
- Lack of knowledge and confidence in applying Maths skills
- Low levels of social and emotional resilience which impact on learning
- Attendance and punctuality
- Access to extra-curricular activities and educational enrichment experiences such as educational visits and music tuition

#### **How do we review the impact of this money?**

Each term we look at how individual children and groups are making progress. We do this at our 'Pupil Progress Meeting' with each teacher and their Phase Leader. Miss Quiligotti looks specifically at the progress of children who are in receipt of Pupil Premium funding. The Inclusion Governor meets at least termly with Miss Quiligotti to discuss the progress of our Pupil Premium children. A report is collated which is presented to our Governing Body Curriculum Committee. The committee makes sure we are spending the money efficiently so that it is helping children to get better outcomes in their learning. It is also reviewed by the Finance committee who check regularly on how we spend our budget.

### Pupil Premium Profile

School Context					
Total Number eligible for PP	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years - Ever 6 Free School Meals	Number of looked after children (LAC)	Number of post LAC
36	19	17	24	3	4

**Total Amount of Funding:** £ 58,777

Barrier to learning	Actions	Cost	Intended outcomes
<p>Low standards in reading comprehension and reluctance to read.</p>	<p><b><u>Strategy One:</u></b></p> <p>Reading comprehension interventions to be facilitated in KS2 twice a week.</p> <p>Class teachers to identify children who have poor comprehension skills to take part in structured intervention.</p> <p><b><u>Strategy Two:</u></b></p> <p>Reading interventions to be facilitated in KS1 and Early Years to support reading accuracy and fluency and help</p>	<p>£2,500</p> <p>£1,500</p>	<ul style="list-style-type: none"> <li>- Children will make accelerated progress in reading.</li> <li>- An increased number of Pupil Premium children will meet age-related expectations in reading.</li> <li>- Children will improve their comprehension skills and therefore will improve their wider understanding of the rest of the curriculum through improved reading skills.</li> </ul>
<p><b>Impact:</b></p> <p>82.1% of Pupil Premium children made at least good progress in reading from their starting points at the beginning of the year. The vast majority of PP children have made accelerated progress in book band progression and this has therefore decreased their reluctance to read as pupils feel they are now able to access reading more easily. This has also increased their ability to access the rest of the curriculum at an age-appropriate level.</p> <p>100% of PP children in Reception achieved 'secure' in communication and language (72% of all Reception children achieved 'secure' in this area), with the vast majority making accelerated progress from their starting points. 100% of PP children in Reception achieved 'secure' in literacy, compared to 69% of all Reception children.</p>			

Barrier to learning	Actions	Cost	Intended outcomes
<p>Low standards in English, including phonics knowledge and speech and language.</p>	<p><b><u>Strategy One:</u></b></p> <p>Fischer Family Trust (FFT) intervention to be facilitated in KS2.</p> <p>SEND TA to deliver FFT sessions to children who have been identified with poor reading and writing skills in KS2.</p> <p>Children to complete baseline assessments to support in evidencing impact of intervention and to support progress made.</p> <p>Children will then access twice-weekly sessions to support accelerated progress in reading and phonics skills.</p> <p>More staff to receive FFT training so that this intervention can be delivered on a wider basis.</p>	<p>£6,000</p>	<ul style="list-style-type: none"> <li>- Children will make accelerated progress in reading, including movement through reading book bands to progress their reading accuracy and fluency.</li> <li>- An increased number of Pupil Premium children will meet age-related expectations in reading.</li> <li>- Children will make accelerated progress in communication and language which, in turn, will help them to progress in other areas of the curriculum too.</li> </ul>
	<p><b><u>Strategy Two:</u></b></p> <p>Communication and Language interventions to be delivered in Early Years for identified children who are working below age-related expectations.</p>	<p>£1,500</p>	

**Impact:**

FFT intervention in KS2 has supported accelerated progress in book band levels and this has therefore decreased their reluctance to read as pupils feel they are now able to access reading more easily. This has also increased their ability to access the rest of the curriculum at an age-appropriate level.

Communication and Language interventions identified the further support needed for a number of children and therefore the WellComm programme and training was bought to provide further support for children working below age-related expectations in communication and language. Baseline assessment showed 56% of Reception children were achieving in line with age-related expectations in communication and language at the beginning of the academic year. This increased to 83% by the end of the academic year, including 100% of PP children.

<b>Barrier to learning</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended outcomes</b>
Children who are struggling to meet the age-related expectation in writing.	Three year groups will be specifically be targeted for writing intervention support for at least one term, delivered by a teacher. These year groups have higher numbers of Pupil Premium children.  Class teachers to identify children who are working just below age-related expectations and who would benefit from this targeted intervention to accelerate progress and reach age-related expectations.	£8,000	<ul style="list-style-type: none"><li>- Children will make accelerated progress in writing</li><li>- An increased number of Pupil Premium children will meet age-related expectations</li><li>- Children will become more confident in applying their writing skills</li></ul>

**Impact:**

96.4% of PP children in KS1 and KS2 made at least good progress in writing (compared to 91.2% of non-PP children).

100% of the PP children in the three year groups with the highest percentages of PP numbers made at least good progress in writing (compared to 83.3% - 95.7% of non-PP children in these year groups).

100% of PP children in Reception achieved 'secure' in communication and language (72% of all Reception children achieved 'secure' in this area). 100% of PP children in Reception achieved 'secure' in literacy, compared to 69% of all Reception children.

Pupil and staff voice showed an increase in resilience and confidence in writing from the children targeted.

Barrier to learning	Actions	Cost	Intended outcomes
Children who are struggling to meet the age-related expectation in Maths.	<p><b><u>Strategy One:</u></b></p> <p>'Success at Arithmetic' targeted intervention to be facilitated in KS2.</p> <p>Class teachers to identify children who are working just below age-related expectations and who would benefit from this targeted intervention to accelerate progress and reach age-related expectations.</p>	£3000	<ul style="list-style-type: none"> <li>- Children will make accelerated progress in Maths</li> <li>- An increased number of Pupil Premium children will meet age-related expectations</li> <li>- Children will become more confident in applying their maths skills</li> </ul>
	<p><b><u>Strategy Two:</u></b></p> <p>Further maths intervention based around the concept of 'Success at Arithmetic' used in KS2 to target children who are working below</p>	£3000	

	curriculum level. This support will involve targeted lesson support to cover year group curriculum as well as intervention support to accelerate progress and close gaps in learning.		
<p><b>Impact:</b></p> <p>96.4% of PP children made at least good progress in Maths across KS1 and KS2.</p> <p>100% of PP children in Reception met the expected standard in Maths, compared to 81% of all Reception children.</p> <p>Pupil voice and staff voice have shown the increase in confidence and resilience of children attending these intervention sessions and therefore have become more confident in applying their maths skills.</p>			
<b>Barrier to learning</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended outcomes</b>
Children struggling to reach age-related expectations in phonics.	<p>Children needing support in Year 1 and Year 2 to receive small-group phonics support four-five times a week.</p> <p>Children in Year 3 who did not meet the phonics screening assessment mark in Year 1/re-sit in Year 2 to receive support 2-3x a week to ensure they meet the criteria to reach the correct phonics standard.</p>	£4,000	<ul style="list-style-type: none"> <li>- Children will close the gap in their phonics knowledge and this will accelerate their progress towards meeting end of year expectations in phonics.</li> <li>- Those children in Year 2 who were not able to pass the Year 1 phonics screening will be tested again and there will be an increased number of children passing in Year 2.</li> </ul>

**Impact:**

67% of PP children achieved age-related expectations in phonics at the end of Year 1, compared to 77% of all children in Year 1. Although this number is lower, the majority of these children made accelerated progress from their starting points, including most of those who still did not achieve the expected standard, showing the success of the interventions. 71% of Pupil Premium children who did not pass the Year 1 phonics screening (national assessment taken in the Autumn Term) did pass the phonics screening by the end of Year 2.

All children accessing additional phonics support in Year 3 (those who did not meet the phonics screening assessment mark in KS1) made accelerated progress in phonics and now have more secure grasp to support their development in other subject areas too, meaning they can more readily access the curriculum at an age-appropriate level.

Barrier to learning	Actions	Cost	Intended outcomes
<p>Low levels of confidence, self-esteem and working co-operatively with others.</p>	<p><b><u>Strategy One:</u></b></p> <p>Forest School for KS2 children.</p> <p>Materials for Forest School to be funded to ensure effective delivery.</p> <p>One HLTA (Forest School trained) to deliver Forest School Sessions two afternoons each week.</p>	<p>£4,500</p>	<ul style="list-style-type: none"> <li>- Children will improve their cooperation skills which, in turn, will benefit their relationships with their peers.</li> <li>- Children will become more confident and increase their self-esteem.</li> <li>- Enriched learning opportunity to develop new skills for life that can be taken into adulthood and enhance their own parenting as adults.</li> </ul>
	<p><b><u>Strategy Two:</u></b></p> <p>Forest-school-based strategies used to support children in KS1 on school site.</p>	<p>£2,000</p>	



**Impact:**

Pupil, staff and parent voice has shown the vastly positive impact of Forest School on children's confidence, resilience and self-esteem. Teacher voice has shown the impact of this in transferring these key skills into the classroom setting too.

Children have expanded their social circles while learning to cooperate and turn-take with a number of their peers. They have practised key skills and have notably improved in confidence and teamwork skills.

<b>Barrier to learning</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended outcomes</b>
Personal family issues and lack of emotional resilience which can impact on the child's learning.	<b>Strategy One:</b> Use of Caritas Social Worker once a week throughout the academic year, focusing on: <ul style="list-style-type: none"><li>- Support for children on a 1:1 basis</li><li>- training to whole classes on PANTS (the underwear rule) about keeping children safe from sexual abuse.</li><li>- courses in Relaxed Kids targeting children with social and emotional needs</li><li>- Support for parents through drop-ins/virtual meetings and home visits where appropriate</li><li>-</li></ul>	£11,000	<ul style="list-style-type: none"><li>- Children will be increasingly able to process their emotions and feelings relating to different difficult circumstances in their lives and begin to use learnt strategies to support their well-being and mental health.</li><li>- Parents will feel supported in helping their children to implement learnt strategies to best support their well-being and mental health.</li><li>- Children will feel supported in their school community and will feel more able to open up and talk about their feelings and worries.</li><li>- Emotional health and well-being is given a high priority across the school.</li><li>- Children will develop their understanding of how their brain works, what mental health is and how they can be more mentally healthy.</li></ul>
	<b>Strategy Two:</b> Implementation of 'My Happy Mind' in all year groups to help children to improve their understanding of how	£5,000	

	<p>their brain works and how different factors can affect their mental health.</p> <p>Programme is taught once a week by class teachers and referred to in other areas of the curriculum throughout the week.</p>		
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Impact:

All children in receipt of PP funding have had weekly access to My Happy Mind. Notable progress has included children understanding how their brain works, how and why it can go into 'fight or flight mode', and strategies we can use to reduce negative impact when this happens, as well as understanding why.

All children in receipt of PP funding have accessed Expect Respect workshops, with several targeted year groups also receiving Relax Kids sessions over a half-term or term and NSPCC Pants workshops. Pupil, staff and parent voice has shown the positive impact these sessions have had on children, including through increased awareness in several areas and use of taught strategies to relax and reduce anxiety.

Early intervention for social and emotional needs has ensured that some of our children's problems have been reduced and prevented. Teachers are now able to more easily identify children who may need additional support and make referrals and direct families to this invaluable support.

<b>Barrier to learning</b>	<b>Actions</b>	<b>Cost</b>	<b>Intended outcomes</b>
<p>Poor understanding of different social interactions and social situations, causing children to respond to situations in ways that negatively impact upon themselves and others.</p>	<p><b><u>Strategy One:</u></b></p> <p>Social, emotional and mental health support, including work on social stories, to be delivered in 1:1 or group sessions, based on the needs of the child.</p>	<p>£2,000</p>	<p>Children will become more socially and emotionally aware, which will have a positive impact on their own social interactions and of those around them. This will result in less anxiety and anger for targeted children, helping them to be in a more positive position to learn and play in school.</p>

	<p><b><u>Strategy Two:</u></b></p> <p>Implementation of 'My Happy Mind' in all year groups to help children to improve their understanding of how their brain works and how different factors can affect their mental health.</p> <p>Programme is taught once a week by class teachers and referred to in other areas of the curriculum throughout the week.</p> <p><b><u>Strategy Three:</u></b></p> <p>Super Skills workshops to be delivered by Caritas Support Worker to a small group of targeted children to support them in improving their understanding of different social situations and how to best manage their emotional responses.</p>	<p>£5,000</p> <p>£1,500</p>	<p>Social stories will be used to support children in understanding different social situations and this will help to increase their social and emotional literacy.</p> <p>Children will become more aware of factors that positively and negatively impact their mental health, and what their impact is on others' mental health.</p>
<p><b>Impact:</b></p> <p>An increase number of children and families have been supported, including earlier identification, which has been of great benefit to these families.</p> <p>100% of children attending Super Skills groups have made significant progress and this has been evidenced clearly by pupil, staff and parent voice.</p>			

Children with EHCPs accessing increased SEMH support through their PP funding have evidenced an increase in tolerance and understanding and a decrease in behavioural and emotional outbursts, resulting in significant progress.

All children in receipt of PP funding have had weekly access to My Happy Mind. Notable progress has included children understanding how their brain works, how and why it can go into 'fight or flight mode', and strategies we can use to reduce negative impact when this happens, as well as understanding why.

Barrier to learning	Actions	Cost	Intended outcomes
<p>Poor social interactions with other children, leading to escalation in behaviour and lost learning time.</p>	<p><b><u>Strategy One:</u></b> Daily lunch time structured support to help children by reducing the likelihood of behaviour escalation. Trusted adults will support the children by facilitating safe and positive play. The level of structure needed will be based on the child's needs identified.</p> <p><b><u>Strategy Two:</u></b> Lego Therapy – children to work in small groups of three, 2x a week to improve social skills and cooperation with others.</p>	<p>£1,500</p> <p>£2,500</p>	<ul style="list-style-type: none"> <li>- Children will improve their ability of understanding what positive social interactions are and will reduce the amount of times that their behaviour escalates due to poor social interactions.</li> <li>- Children will have happy and safe outdoor play times and this will therefore then impact positively on their learning time, especially the learning that takes place immediately after outdoor play times.</li> <li>- Children will improve their self-talk as positive self-talk by trusted adults will be modelled to them during sessions and structured play time support to help children.</li> </ul>

**Impact:**

We have seen a vast reduction in behaviour escalation during lunch time due to the structured nurture group support in place. This has had an incredibly positive impact on learning for all, especially after lunch time. Children feel well-supported by trusted adults who can help them to regulate emotions and provide extra pastoral support as needed over lunch time, including in terms of social interactions with their

peers. This has helped to improve friendships and interactions between peers. In turn, this has helped children to become happier and more confident in school.

Social interactions continue to improve, supporting children to have happier and more positive break times.

Barrier to learning	Actions	Cost	Intended outcomes
<p>Low attitudes to learning as a result of less access to educational visits and opportunities to enhance learning.</p>	<p>School to support Year 6 Pupil Premium children with a £100 contribution to the overall cost for those who need it (Year 6 residential).</p> <p>School to fund educational visits, where needed, for Pupil Premium children.</p> <p>School to fund music tuition for certain children who we believe this will enhance further learning opportunities for them.</p> <p>Specialist music tuition to be provided on a termly basis with initial focus on the year group with the highest number of PP children.</p>	<p>£2,000</p>	<ul style="list-style-type: none"> <li>- Pupils learning and love of learning is enhanced.</li> <li>- Engagement and attendance improve due to enhanced learning in other areas and increased enjoyment in school.</li> <li>- Evidence of increased: social interaction, team building, decision making, and confidence building.</li> <li>- Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</li> <li>- Pupils are fully supported by learning resources being made available to them.</li> </ul>
<p>All Pupil Premium children have attended all educational visits and contributions have supported their attendance. This included the Year 6 three day residential.</p> <p>Music tuition has also been contributed towards for many PP children which has had a very positive impact on enhancing further learning opportunities for them, in line with our school vision to 'shape the whole child'. Pupil, parent and staff voice has shown the great worth of this intervention for children.</p>			

Total Spend:	£60,000
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